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ABSTRACT

The Step-Up to College Program was initiated in the summer of 1980 to provide basic skills instruction in English and mathematics for incoming freshmen, re-entry adult students, and high school students and adults considering college. Program participants who were enrolled in both the English and math courses (N=125) were asked to take part in a program evaluation which focused on students' characteristics, reasons for enrolling in the program, and perceptions of the program, as well as on marketing strategies and participant follow-up. Data were gathered from Cuyahoga's Student Information System, student questionnaires, reading and mathematics achievement tests, and interviews with program staff. The evaluation revealed that: (1) participants tended to be female, black students ranging in age from 12 to 34 years; (2) 22% were not enrolled full-time in high school or college in 1979-80; (3) students were most interested in earning college credits applicable to future attendance and in improving reading and writing skills; (4) students were least interested in career guidance and tutor assistance; (5) students enrolled in the Step-Up English and math classes earned higher grades than students enrolled in comparable summer quarter classes. Based on the evaluation, it was recommended that future programs last longer that 17 days, include student assessment, use descriptive grading, and include an orientation day. (KI)

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STEP-UP TO COLLEGE
(A SPECIAL SUMMER PROGRAM FOR YOUTH)
SUMMER, 1980

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STEP-UP TO COLLEGE

(A Special Summer Program for Youth)
Summer, 1980

October, 1980

Office of Educational Evaluation and
Market Research Systems

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EXECUTIVE SUMMARY

STEP-UP TO COLLEGE
(A Special Summer Program for Youth)
Summer, 1980

Introduction

In its continued effort to meet the educational needs of the county, Cuyahoga Community College initiated its STEP-UP TO COLLEGE Program in the Summer of 1980. The 17 day program, designed to help incoming freshmen, college students needing to refresh and strengthen knowledge, adults who have been away from school for some time, and high school students considering college...emphasized instruction in basic Mathematics and English.

Findings

Duplicated headcount in Math and English was 125. The majority of participating students were black females of high school age who were already enrolled in the College's Credit-in-Escrow program. They learned about the Program primarily through Special Brochures, and mostly enrolled "to get a head-start on credits for the future".

Over the course of the Program, STEP-UP students tended to do better than students in the summer quarter Math and English classes. They may have been highly motivated and had more free time to study than other students. No significant changes in reading skills were observed during the three week period. This, however, should not be taken as an indication of "no growth". The test may not have been sensitive to subtle changes or perhaps students did not have sufficient time in which to consolidate new reading skills acquired.

In general students rated STEP-UP as a valuable experience. They recommended a longer program with more "scholastic" content. In retrospect, its real value may have been the impressions of college life that it offered students.

Recommendation

The following recommendations for future programs are offered:

1. Possible extension of the program in order to enable students to experience a more realistic perception of their ability to do college work.

2. Student assessment prior to class assignment.

3. Use of descriptive grading - so that students may understand their strengths and weaknesses in subject matter areas....without becoming discouraged by lower grades.

4. Inclusion of an "Introduction to College" Day.....the goal of which is to introduce students to employment trends, CCC offerings and an opportunity to meet faculty and students with interests similar to their own.

5. Opportunity to "sit beside college students" (without receiving credit) in such a course as Introduction to Sociology or Psychology may also be useful.

I. INTRODUCTION

In its continued effort to meet the educational needs of all citizens of the county, Cuyahoga Community College conducted its "STEP-UP to College" program in the summer of 1980.

The 17-day program emphasized instruction in basic Math and English skills. The program was designed to help students build their skills in preparation for college or other post secondary training experience. The intended student groups for STEP-UP included incoming freshmen, college students who needed to refresh and strengthen their knowledge of basic skills, adults who have been away from school for some time, and high school students who are considering college. Recruitment and advertising campaigns, for the Program were aimed primarily toward graduating high school seniors planning to enroll in college, but all 10th, 11th, 12th graders and adults were eligible. The specific classes in the STEP-UP PROGRAM were Essentials of Written Communication, Reading Improvement, College Composition, College Arithmetic, and Algebra. STEP-UP staff had planned to include a general studies and swimming class, but dropped these plans when enrollment in these classes was low. All classes were two (2) hours long and met each day from Monday through Friday. All courses carried three (3) credit hours. Tuition was $10.00 per credit hour. Financial aid was available for qualified participants.

II. EVALUATION QUESTIONS

The evaluation of the STEP-UP TO COLLEGE PROGRAM examined five (5) areas: (1) student characteristics, (2) student reasons for enrolling in STEP-UP, (3) student perceptions of STEP-UP, (4) marketing strategies used and, (5) follow-up of STEP-UP graduates. The evaluation gathered information to answer the following questions:

1. What are the characteristics of students who enroll in STEP-UP?
2. Why do students enroll in STEP-UP?
3. What, if any, are the nature of the changes in the reading and writing abilities of the students who participate in STEP-UP?
4. What are the experiences of the students in the STEP-UP program?
5. How have the program's recruitment efforts affected the program's enrollment?
6. What are the student's perceptions and expectations of the STEP-UP program?
7. What will be the experience of STEP-UP graduates during the coming academic year? (To be completed in follow-up study)

The project used several data sources. These included the Cuyahoga Community College Student Information System, STEP-UP PROGRAM records, students enrolled in STEP-UP classes, STEP-UP staff and students who successfully completed STEP-UP classes.

III. METHODOLOGY AND INSTRUMENTATION

(a) Methodology

The evaluation of STEP-UP is primarily descriptive in nature. The method included gathering data from Cuyahoga Community College's Student Information System, administering a student questionnaire, administering reading and writing achievement tests, and interviewing project staff. The staff of the Office of Educational Evaluation and Market Research Systems developed the student questionnaire and selected appropriate achievement tests. The questionnaires and the achievement pretests and posttests were administered during the first class session and again at the last class

session. Students taking both Math and English completed the questionnaire only once. (See Appendix A for Student Questionnaire)

(b) Instrumentation

(i) READING-The test of Reading comprehension selected was prepared by Educational Testing Service for College Board and consisted of the Reading Comprehension section of the Descriptive Tests of Language Skills. Briefly, the test, consisting of 45 questions to be answered in 30 minutes deals with three overlapping aspects of reading: (1) the ability to recognize main ideas (2) the ability to understand direct statements and (3) the ability to draw inferences. The stated intent of the DTLS is to assist college teachers in assigning entering students to appropriate English courses, in identifying students who may need special assistance in particular aspects of reading and language use before undertaking college-level work, in tailoring instructions in reading (a composition) to individual student needs, and in planning instruction for classes or groups of students. Generally easier than most other multiple choice tests for college students, the DTLS was designed so that most students entering college will answer at least two-thirds of the questions correctly on each test. The tests are not useful in predicting the highest level of performance on the skill measured. Thus, one cannot conclude that a student who scores high in the test is an "A" student, one can assume only that the student probably has the skills to begin college. (See Appendix B-1 for sample from test)

(ii) WRITING- The writing test consisted of an objective writing sample prepared for incoming student assessment at Cuyahoga Community College. Two essays are used; Students are expected to read the

essay, and to accurately identify or accurately convey in their own words the cnetral theme and major points of the essay.

Grading consists of evaluating the sample on such items as content and organization as well as grammar and usage - clarity, complete sentences, sentence structure, verb form, spelling, punctuation, summarization, paragraph form and author/title. Additional points are awarded for attempt. (See Appendix B-2 (i and ii) for sample test and scoring format).

Besides the scoring of the writing samples for content organization and mechanics, the samples were subjected to an analyses of their syntactic complexity. This was done by first counting the number of (minimal terminal units, or thought units) units in the responses to the essay. A score was assigned for each of certain grammatical structures in the unit. For exmaple, a simple sentence with subject, verb and object got a score of zero, a non-modifier (an adjective) added one count, a passive sentence added two and a clause used as a subject added three. The average syntactic count per t-unit was computed.

IV. FINDINGS

A. Student Characteristics

The characteristics of students in the Math and English classes were examined separately. Since students could, and many did register for both Math and English STEP-UP classes, the listings are not unduplicated counts. Thirty-four students registered for both a Math and an English course; these students are included in both the Math and the English totals. Seventy-four students registered for the English classes and 60 registered for the Math classes. Early in the program, 8 of the Math student

and 1 English student dropped the class. The class enrollments are listed below.

STEP-UP CLASS ENROLLMENT	
MATH 091 = 17 MATH 095 = 23 MATH 101 = 12 52	ENG. 091 = 13 ENG. 095 = 15 ENG. 096 = 26 ENG. 101 = 19 73
Total, duplicated enrollment = 125	

The majority of the students in the STEP-UP classes were of high school age and were also participants in the College's Credit-in-Escrow program. Tables I and II display the age, sex, race, zip code, high school and CCC student status for the English and Math students.

(a) As shown in Table I, a majority of the students enrolled in the STEP-UP English course were female black students from the Credit-in-Escrow Program. They ranged in age from 15 to 22 years. They enrolled from a broad range of high schools with a predominantly black student population.

(b) As shown in Table II, a majority of students enrolled in the STEP-UP Math course were black female participants in the Credit-in-Escrow program. Students ranged in age from 12 - 34 years. They came from a total of approximately 15 high schools with a majority coming from schools in the Central and East Cleveland areas.

TABLE 1
CHARACTERISTICS OF STEP-UP STUDENTS
ENROLLED IN ENGLISH (N=73)

SEX	AGE	RACE
Female - 50 (68%) Male - 23 (32%)	15 Years - 2 (3%) 16 - 16 (22%) 17 - 21 (29%) 18 - 17 (23%) 19 - 6 (8%) 20 - 0 21 - 4 (5%) 22 - 7 (10%)	Black - 52 (71%) White - 4 (6%) Unknown - 17 (23%)
ZIP CODE	**HIGH SCHOOL**	**CCC STATUS**
44104 - 19 (26%) 44108 - 10 (14%) 44105 - 6 (8%) 44112 - 6 (8%) 44103 - 5 (7%) 44110 - 4 (5%) 44115 - 4 (5%) 44113 - 3 (4%) Others*- 16 (22%) *(2 or fewer at each zip)	East Tech - 15 (20%) Glenville - 8 (11%) John Adams - 6 (7%) East High - 5 (7%) Shaw - 5 (7%) Jane Addams - 4 (5%) Out of County - 4 (5%) South - 3 (4%) GED equivalent - 3 (4%) Others* - 20 (27%) *(2 or fewer at each)	Credit in Escrow - 41 (56%) Part-time - 16 (22%) Full-time - 11 (15%) Transient - 3 Unknown - 2

Approximately 22% of the students were not enrolled full-time in high school or college in the 1979-80 academic year. The majority of these students had completed high school or earned the GED. Nearly half of the STEP-UP students were employed part-time in 1979-80 in temporary or permanent positions.

TABLE II
CHARACTERISTICS OF STEP-UP STUDENTS
ENROLLED IN MATHEMATICS (N=52)

Female - 37 (71%) Male - 14 (27%) Unknown - 1 (2%)	12 Years - 1 (2%) 15 - 2 (4%) 16 - 10 (19%) 17 - 14 (27%) 18 - 10 (19%) 19 - 4 (8%) 20 - 1 (2%) 21 - 3 (6%) 22+ - 7 (13%) Range 12 - 34 years	Black - 32 (62%) White - 7 (13%) Unknown - 13 (25%)
ZIP CODE	**HIGH SCHOOL**	**CCC STATUS**
44102 - 2 (4%) 44103 - 7 (13%) 44104 - 7 (13%) 44105 - 4 (8%) 44108 - 8 (15%) 44110 - 3 (6%) 44112 - 5 (10%) 44113 - 3 (6%) 44115 - 2 (4%) Others*- 11 (21%) *(2 or fewer at each zip)	East Tech - 12 (23%) Glenville - 4 (8%) East High - 4 (8%) Shaw - 4 (8%) Out of County - 4 (8%) G.E.D. - 3 (5%) Lincoln West - 3 (3%) Unknown - 2 (4%) Others* - 16 (31%) *(2 or fewer at each High School)	Credit-in-Escrow - 30 (58%) Part-Time - 13 (25%) Full-Time - 8 (15%) Unknown - 1 (2%)

B. How Students Found Out About the Program

Students were asked how they heard about STEP-UP. Forty percent of the students said that they heard about STEP-UP through direct recruitment efforts by Cuyahoga Community College. That is to say, they heard STEP-UP staff give presentations at their high school (13% of total) or saw Cuyahoga Community College brochures describing the Program (27% of total). Another 24% of the students heard about STEP-UP through their high school counselors. The Cuyahoga Community College brochures and high school counselors

were therefore the most effective method of informing students about STEP-UP. Ten percent of the students heard about STEP-UP through a college counselor and 10% heard about STEP-UP through the Cuyahoga Community College hotline.

C. Why Students Enrolled in STEP-UP

The three most frequently mentioned reason why students enrolled in STEP-UP were first, to allow themselves a "head start on credits for the future." Second, to "improve reading comprehension" and "help to write more clearly. A number of items ranked third. These included an opportunity to "improve math skills," to "add to self-confidence as a student" to "improve study skills," and to "help me 'try out' college classes."

D. Students' Expectations and Experiences

Students ranked a number of "wants" from STEP-UP. They indicated how much they wanted each item and to what extent STEP-UP provided it. Items that students wanted the most were to "get a head start on credits for the future," to "improve study skills," and to "try out college classes." Items that students wanted the least from STEP-UP were to "pick a career," "individualized help from tutors," and "help to decide whether to change jobs."

Students' rankings of STEP-UP indicated that STEP-UP generally fulfilled the students' needs, including the opportunity to "get a head start on credits for the future," "improve reading comprehension," "write more clearly," "improve math skills," "add to self-confidence as a student," "improve study skills," and to "'try out' college classes." (A list of the average rankings and the number

of times each "want" was listed as an important reason and the extent to which it was provided by enrolling in STEP-UP is given in Appendix C).

E. STUDENTS' PERFORMANCE

1. Reading

Staff tested English students in the reading and writing classes. Pretest and post tests were administered. There was no significant difference between pretest and post test reading scores (pretest $\overline{x}$ = 24, posttttest $\overline{x}$ = 24). The reading tests may not have been sensitive enough to subtle changes in reading skills. In other words, it is possible that students may not have had enough time to consolidate their new reading skills in the three weeks allowed for the program. This possibility is supported by students' suggestion to extend the length of the courses'.

2. Writing

(As of October 31, scoring of writing samples has not been completed at the Assessment Center - Metro Campus)

3. Mathematics

Staff compared the distribution of grades in STEP-UP math courses to that obtained by students in other summer quarter math courses. (5.5 and 8-week sessions) STEP-UP math students compared favorably to summer quarter students. Fifty two percent of the STEP-UP students earned A's, B's or C's. Forty five percent

of the summer quarter students earned A's, B's or C's. No additional achievement test data was planned in the math courses. However, seven out of seventeen students recieved "incompletes" in one math course.

F. STUDENTS PERCEPTIONS OF STEP-UP

Students were asked how the STEP-UP program might be improved. Eight of 68 students answering the questionnaire, or 12%, commented that the courses should be longer. Nine students said that a wider variety of courses should be offered and two specified that more scholastic courses should be offered. A few students thought the registration process should be improved. The individual comments are listed under Appendix D. A few students especially liked their instructor and took this opportunity to praise him.

G. STEP-UP STAFF PERCEPTIONS

One of the English instructors commented that students taking English should be screened before being placed in class. High school English courses vary in content and it would be necessary to determine how much English education students have had. Perhaps the staff should have descriptions of area high school English courses to help them place students in appropriate classes.

V. DISCUSSION

The distribution of grades in English between STEP-UP classes and summer quarter Math and English classes were compared. Students grades tended to be higher in the STEP-UP classes. Their higher performance is likely to be due to two factors: 1) STEP-UP students were probably

"freer" of external responsibilities to make the most out of STEP-UP; 2) They probably were highly motivated to do well in their first college courses. Recall that students were most interested in getting "a head start on credits for the future" according to questionnaire responses.

Students did not perform as well in the Mathematics courses. The course material may have been too difficult to expect students to achieve in three weeks. Students who enrolled in STEP-UP probably had not planned on completing course work beyond the three-week period. For this reason and considering the special purposes of the program, perhaps the grading system should be refined. Failing grades may be discouraging to new students attempting to master college work.

Failing grades may even discourage many students from entering college. Where the program is not conducted over a typical college quarter, the grading system could be altered in short intensive programs like STEP-UP to recognize the effort of students who do not satisfactorily complete the work. Those students who do not successfully complete the work should be awarded "drop-no records," but helped to recognize specific areas of weakness and avenues of assistance they might find helpful. More intensive assessment would be helpful to such students if specific prescriptions are made available and if the college continues to develop continuing support and academic enhancement programs designed to prepare them in such areas of weakness during the year. Indeed such an assessment program may well be made a part of the STEP-UP effort.

VI. SUMMARY

The majority of STEP-UP students were of high school age and already

enrolled in the College's Credit-in-Escrow program. STEP-UP students tended to do better than students in the summer quarter Math and English classes. They may have been highly motivated and had more free time to study than the typical Cuyahoga Community College student. No significant change in reading skills was observed during the three-week period but this should not be taken as an indication of "no growth". The test may not have been sensitive to subtle changes or perhaps students did not have enough time to consolidate new reading skills acquired. Students suggested that STEP-UP could be improved by lengthening the courses and offering a wider variety of courses, including more "scholastic" courses. While students said that the most important reason why they enrolled in STEP-UP was to get a "head start on credits for the future," in retrospect, the real value of the program may have been the impressions of college life they acquired rather than the credits per se. Students rated STEP-UP as a valuable experience. The Cuyahoga Community College STEP-UP brochure was the single most effective means of advertising STEP-UP. A follow up of STEP-UP graduates is planned in FY81.

VII. RECOMMENDATIONS FOR FUTURE STEP-UP PROGRAM

Considering the findings of this evaluation the following recommendations appear to be appropriate:

1. Consideration should be given to extending the STEP-UP experience over a longer period of time. This would perhaps enable students to experience a more realistic perception of their ability to do college level work.

2. In addition to providing letter grades for college level work, such evaluation may be supplemented by descriptions of strengths and weaknesses in the subject. The value of this would be to

   (a) Minimize a feeling of discouragement toward pursuing College work.

(b) Represent possible direction for corrective action prior to formally attending a college.

3. It would appear that assessment of students in all basic skill areas would be helpful to the goals of the program. The Math course then reflect the need for competence in the area previously assessed.

4. Many students also suggest that a wider variety of courses (more scholastic courses) might be included. Perhaps such a course as Introduction to Psychology or Introduction to Sociology with material more comprehensive than that available during the senior high school years might be a possibility. If students enroll in regular classes alongside other students, they would also have an opportunity to experience the time "feel of the classroom at College".

5. The STEP-UP to college program may also be extended to includ "College Day" --- a brief one day seminar may introduce students to possible career futures (based on future market trends), Special Services at College-including PLATO, Career Counseling etc), what colleges look for etc. It may also provide students an opportunity to talk with other students and faculty with interest in their own as well as other occupational/career fields.

APPENDICES

A. STEP-UP Evaluation (Questionnaire)

B. 1. Sample Page from Reading Comprehension Test
2(i) Writing Evaluation - Test
2(ii) Writing Sample/Essay Evaluation

C. Summary of Student Wants and STEP-UP Program Provisions

D. Student Comments - STEP-UP Program Improvement

APPENDIX A

STEP UP EVALUATION
(QUESTIONNAIRE)

STUDENT INFORMATION

1. How did you learn about the STEP-UP PROGRAM? (Check all that apply)

( ) High School Counselor told me about it.
( ) STEP-UP staff presented the program at my school
( ) I saw a CCC brochure about STEP-UP
( ) A friend told me about the program
( ) College Counselor told me about it
( ) Someone at work told me about the program
( ) Other, PLEASE SPECIFY _____

_____

2. How old are you?

( ) 15 to 17 years
( ) 18 to 20 years
( ) 21 to 30 years
( ) 31 to 40 years
( ) 41 to 50
( ) 51 to 60
( ) 61 and over

3. Are you ( ) Male or ( ) Female?

4. Were you enrolled in high school or college full-time during the 1979-1980 school year?

( ) NO If your answer is NO, plase check it and go on to question 4A.

( ) YES If your answer is YES, please check it and answer one of the following.

( ) 9th grade
( ) 10th grade
( ) 11th grade
( ) 12th grade
( ) freshman in college
( ) sophomore in college
( ) junior in college

If you were in high school during 1979-1980, what high school did you attend?

_____

4a. If you were not enrolled in high school or college full-time during 1979-1980, how much education have you had?

( ) below the 6th grade
( ) 7th-9th grade
( ) 10-12th grade
( ) high school graduate or G.E.D.
( ) completed technical school
( ) completed some college

5. Were you employed during 1979-1980?

( ) NO If your answer is NO, please check it and go on to question 5A.

( ) YES If your answer is YES, please check it and answer one of the following.

( ) full-time permanent (35 or more hours a week continuously)
( ) full-time temporary (35 or more hours a week but it was for a short period)
( ) part-time permanent (fewer than 35 hours a week, but continuously)
( ) part-time temporary (fewer than 35 hours a week, but it was for short periods of time)

5a. If you were not employed during 1979-1980, were you looking for a job?

( ) NO I wasn't looking for work.

( ) YES I was looking for work.

6. Students enroll in college programs for many different reasons and have different expectations about their college experiences. Please tell us what you expected from the STEP-UP Program and how well the program met your needs. In the example below, we have made checks to show how much you might have expected to "Review math" and how much you migh rate STEP-UP on providng you with the chance to "Review math." For each question under 6a, b, and c, put a check on the scale to the left to show how much you wanted the item. Put a check on the left to show how well STEP-UP provided the item.

EXAMPLE

I Wanted This		Program Provided This
✓	REVIEW MATH	
1 2 3 4 5		1 2 3 4 ✓ 5
A Little ... Very Much		A Little ... Very Much

6a. ACHIEVEMENT

I Wanted This From STEP-UP		STEP-UP Provided This
1 2 3 4 5 (A Little / Very Much)	Improve my Reading Comprehension	1 2 3 4 5 (A Little / Very Much)
1 2 3 4 5	Help me to write more clearly	1 2 3 4 5
1 2 3 4 5	Improve my Vocabulary	1 2 3 4 5
1 2 3 4 5	Help me lose my fear of math	1 2 3 4 5
1 2 3 4 5	Improve my math skills	1 2 3 4 5
1 2 3 4 5	Help me to pick a career	1 2 3 4 5
1 2 3 4 5	Help me improve my job skills for a new job	1 2 3 4 5

6b. ASPECTS OF STEP UP PROGRAM

I Wanted This From STEP-UP		STEP-UP Provided This
1 2 3 4 5 (A Little / Very Much)	Allows me to get a head start on credits for the future	1 2 3 4 5 (A Little / Very Much)
1 2 3 4 5	Help me to get to know CCC before I begin classes in the fall	1 2 3 4 5
1 2 3 4 5	Give me individualized help from teachers	1 2 3 4 5
1 2 3 4 5	Give me individualized help from counselors	1 2 3 4 5
1 2 3 4 5	Give me individualized help from tutors	1 2 3 4 5
1 2 3 4 5	Provide an intensive review	1 2 3 4 5
1 2 3 4 5	17 day schedule makes summer school easier for me to attend	1 2 3 4 5
1 2 3 4 5	5 days per week schedule suits me	1 2 3 4 5

6c. PERSONAL GROWTH

I Wanted This From STEP-UP		STEP-UP Provide This
1 2 3 4 5 (A Little / Very Much)	Add to my self-confidence as a student	1 2 3 4 5 (A Little / Very Much)
1 2 3 4 5	Help me decide whether I should enroll in college	1 2 3 4 5
1 2 3 4 5	Help me decide whether I should change jobs	1 2 3 4 5
1 2 3 4 5	Help me improve my study skills	1 2 3 4 5
1 2 3 4 5	Help me "catch-up" in my studies	1 2 3 4 5
1 2 3 4 5	Help me "try out" college classes	1 2 3 4 5
1 2 3 4 5	Help me to refresh my memory about college classes	1 2 3 4 5
1 2 3 4 5	Provide me with an opportunity to meet new people	1 2 3 4 5

7. Out of all the items listed above please list the three most important ones for you.

   1. Most important _____

   2. 2nd most important _____

   3. 3rd most important _____

8. Were there any other things you can think of that you wanted from the STEP-UP program?

   ( ) NO

   ( ) YES, please tell what these things are.

   _____

   _____

   _____

   _____

   _____

9. Please indicate anything you think we should do next year to improve the program?

   _____

   _____

   _____

   _____

   _____

APPENDIX B-1

SAMPLE PAGE FROM READING COMPREHENSION TEST*

Time—30 minutes

Each passage below is followed by questions based on its content. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Questions 1-3

Although more people than ever are gardening today, there could very well be a decline in gardening in the near future. Studies show a large number of dropout gardeners, most of them people whose hopes of large savings on food were frustrated by their lack of gardening know-how.

1. According to the passage, the main reason that many people turned to gardening was to
   (A) return to the soil
   (B) spend less money on food
   (C) gain experience in gardening
   (D) have supplies of fresh food

2. Many gardeners become dropouts because
   (A) they know too little about gardening
   (B) the cost of gardening is too high
   (C) it takes too long to learn about gardening
   (D) gardening is too much work

3. The main idea of the passage is that
   (A) gardening is a thing of the future
   (B) people have divorced themselves from nature
   (C) gardening dropouts are people who give up easily
   (D) gardening is not as simple as many people think

Questions 4-5

The college freshman year is both exciting and puzzling for entering students. A sea of new faces, the temptations offered by a relatively loose schedule, and the limitless vistas of new subjects—all of these are appealing to most students. Some of them cannot cope, either emotionally or mentally, with the new scene, but many do so successfully, and many of those who fail find out years later that they have benefited in some way.

4. What is the main topic of this passage?
   (A) Why most freshmen fail in college
   (B) Why college education is valuable to older people
   (C) Why freshmen fear their first college year
   (D) Why the freshman year is challenging

5. The passage suggests that the freshman year is
   (A) beneficial to nearly everyone
   (B) too loosely structured
   (C) the best year of college
   (D) too difficult for most students

GO ON TO THE NEXT PAGE.

*Descriptive Tests of Language Skills of the College Board

APPENDIX B2(I)

Writing Evaluation (Alternate)

Directions

1. **Read the attached essay carefully.**
2. **Answer the questions following the essay.**

Please DO NOT mark up the essay.

THE FOUR EXTRAS

Richard W. Burkhardt

A freshman college student is a young person with time on his hands. Away from home, with no one to tell him when to study and when to play, the freshman student has to learn how to spend his time. The wise freshman student attends class regularly, reads his assignments every day, and studies industriously because this is what college is about, courses and assignments. But there is even more--much more--to be gained from college if one is keen enough to recognize the extra opportunities which exist. Many students do not discover the extra educational opportunities of college until they are seniors; and too many people never discover these treasures. One can profit from these discoveries throughout his entire four years if he finds them as a freshman. A college education is not just the courses one takes--it is all the things that one learns in and out of class while he is in college. It is the extra class opportunities that are called treasures.

There are at least four extras which are available to the alert student. The first is knowing college professors as people. In the limited time of the scheduled class period, one may miss coming to know the professor as a person. Moreover, in the limited time of the scheduled class period, one can never learn all that the professor knows about his subject. Few experiences are more rewarding than conversations with informed teachers about the ideas they cherish and the values they hold. For a person of college age, such experiences are an education by themselves.

Right or wrong, it is very hard to establish such a relationship with a high school teacher. This may be because the student cannot see the opportunity. It is not always easy in college, but it is usually easier, partially because the student, in a new environment, looks at his professors differently from the way he looked at his high school teachers. It is mostly growing up. Mark Twain tells of the college boy who was impressed by how much his father had learned during the four years that he, the son, was in college. A college student, one year older than a high school student, may be more grown up, and, therefore, able to see his professor as an adult worth knowing.

The second extra of college life is attending the special events that are brought to the campus--speakers, orchestras, and plays, and the convocations. One is always surprised at the number of people who pass up these events by saying, "I

don't really like music," or, "Why should I go to hear somebody talk about Mesopotamia when I can't even spell it?" Why do people go to college if it is not to learn new things and to find out about ideas they had never heard of before? The purpose of education is to lead on, to lead out, to take people where they have not been before, to develop new tastes, new appreciations, to develop respect for other people's ideas of beauty and expression. Since in many colleges attendance at convocation is no longer required, students sometimes demonstrate their new-found independence by staying away--and thereby miss a part of their educational opportunities.

The third extra is related to the second. On most college campuses student groups sponsor outstanding films for those who care to see them and arrange discussion groups on a wide variety of topics. A judicious sampling of student-arranged intellectual activities is an extra opportunity. If able and active students do not participate in this type of activity, it becomes feeble and uninteresting and disappears. Student-sponsored events rise and fall from one year to the next, appear and disappear, depending upon the quality of the students supporting them. This type of education is rewarding because it is so spontaneous, and has little outside supervision, and because one can test his ideas and sharpen his arguments in verbal exchange with fellow students.

The fourth extra--and there are others--is reading unassigned books and magazines. A library is a thing of wonder and excitement. One can do the assigned reading for his courses first, and then see what tremendous things there are beyond the assignment, beyond the class. Some college libraries still have open stacks, which means that one can walk where the books are and look and read and browse to his heart's content. There it is, everything that anyone ever thought, felt, or said about anything, in four to five languages, with or without pictures. The only thing that remotely compares to the stacks of a library is the dessert section of a good cafeteria.

Not one of these four extras will cost much out-of-the pocket money. Most of them are free to all college students, or, to be more accurate, are included in the fees. To many students miss these extras. Some must be blinded by the fraternity, sorority, and athletic-society type of opportunity. Some are blinded by excessive devotion to the few courses for which they are enrolled and think they cannot afford the time for the extras.

But one can afford the time if he is smart enough to schedule his life so that some of these extras become a part of his education. Everyone has the same twenty-four hours, but each person spends the twenty-four hours differently. If one schedules these opportunities into his twenty-four hours, he will in effect be getting a double education, while others are obtaining only one. One's college education consists not only of the courses he takes; it consists of what he does with his time at college. Why not get a complete college education? Take the extras too.

APPENDIX B2(I)

STUDENT'S NAME

Please put your name at the top of this page.

This section of the test is designed to see how well you can write. First write a paragraph that answers the question.

According to Richard W. Burkhardt in 'The Four Extras,' what are the four extras available to a college student?

STUDENT'S NAME

Now write another paragraph in answer to the following question:

Of the functions mentioned by Mr. Burkhardt in his essay, which do you consider most important? Why?

APPENDIX B2 (II)

TOTAL COMPREHENSION SCORE _____

WRITING SAMPLE (ESSAY) EVALUATION

ORGANIZATION/MECHANICS:

1. CLARITY (Conciseness, zero cliches') _____
2. COMPLETE SENTENCES (Zero Fragments) _____
3. SENTENCE STRUCTURE (Zero Run-Ons) _____
4. APPROPIATE VERB FORM (Subj./Verb Agrmt.) _____
5. CORRECT USE OF PRONOUNS/ANTICEDENTS _____
6. SPELLING (Less than three (3) errors) _____
7. PUNCTUATION (Less than two (2) errors) _____
8. SUMMARIZATION (List/restate main ideas) _____
9. PARAGRAPH FORM (Indent, Correct No. if specified in instruction) _____
10. AUTHOR/TITLE (acknowledged in essay) _____

TOTAL POINTS FOR ORGANIZATION/MECHANICS _____

BONUS POINT FOR ATTEMPT _____

TOTAL SCORE _____

EXPLANATION OF WRITING SAMPLE EVALUATION SYSTEM

It consists of ten (10) categories, each worth one (1) point. Points are awarded if student meets set criteria for each category. A Bonus Point is given for attempt to complete the writing assignment, independent of points earned in the Organization/ Mechanics areas.

Course Recommendation Criteria:

Score of 0 - 6	ENG 091
Score of 7 - 8	ENG 092
Score of 9 - 11	ENG 101

The above cut-off scores for course recommendations are used in conjunction with the student's Reading Score of 78 (%) or above on the New Reading Rest (NRT).

*Detailed explanation of the categories/criteria of this system are on file and available upon request.[1]

Assessment Center/IR, 7/80

[1]This simplified objective writing sample evaluation system is the result of extensive revision and modification of two major systems to evaluate written materials. (1) The Guidelines for Grading Essays developed by the English Dept. of CCC, Metro and (2) an elaborate Objective Grading Standard System developed by the English Dept. at C.W.R.U. to evaluate English Term Papers. The Assessment Center staff, in collaboration with an Instructional Assistant of the D.E. Program at Metro CCC., combined, refined, revised those two systems into what has proven to be a quick, effective, objective and reliable way to evaluate students' writing samples. Reliablilty among graders using this system falls within an acceptable range (.6 to .8). Previously, using only Metro's guidelines, reliability among graders would vary tremendously--this system was developed to increase reliability, reduce subjectivity in evaluating, and increase availability of quantitative data on writing samples produced by students.

APPENDIX C

AVERAGE RANKINGS BY STUDENTS OF "WANTS", STEP UP'S PERFORMANCE, AND NUMBER OF TIMES EACH ITEM WAS LISTED AS IMPORTANT REASON FOR ENROLLING IN STEP UP

	I Wanted this from STEP-UP 1 2 3 4 5 A Little — Very Much	STEP-UP Provided This 1 2 3 4 5 A Little — Very Much	NUMBER OF TIMES LISTED AS IMPORTANT REASON
Improve reading Comprehension	3.4	3.5	15
Help me to write more clearly	3.4	3.4	14
Improve my Vocab-ulary	3.4	3.3	6
Help me lose my fear of math	2.6	2.6	0
Improve my math skills	3.8	3.9	13
Help me to pick a career	2.4	2.4	3
Help me improve my job skills for a new job	2.9	3.0	4
Allows me to get a head start on credits for the future	4.2	4.4	24
Help me to get to know CCC before I begin classes in the fall	2.8	3.2	6
Give me individ-ualized help from teachers	3.0	3.1	1
Give me individ-ualized help from counselors	2.6	2.4	0
Give me individ-ualized help from tutors	2.0	1.8	0

	I Wanted this from STEP-UP 1 2 3 4 5 A Little ... Very Much	STEP-UP Provided This 1 2 3 4 5 A Little ... Very Much	NUMBER OF TIME LISTED AS IMPORTANT REASON
Provide an intensive review	3.7	3.9	10
17 day schedule makes summer school easier for me to attend	3.8	3.9	0
5 days per week schedule suits me	3.9	4.1	0
Add to my self-confidence as a student	3.6	3.9	13
Help me decide whether I should enroll in college	3.4	3.8	8
Help me decide whether I should change jobs	2.1	2.1	1
Help me improve my study skills	4.0	4.1	13
Help me "catch-up" in my studies	3.7	3.8	2
Help me "try out" college classes	4.0	4.2	13
Help me to refresh my memory about college classes	2.8	2.9	1
Provide me with an opportunity to meet new people	3.7	3.9	7

APPENDIX D

COMMENTS TO IMPROVE STEP UP PROGRAM

TOTAL: 68 STUDENTS

	STUDENTS
Offer wider variety of classes (Scholastic)	9 (2)
Make the classes longer	8
Improve registration	3
Offer STEP UP on all 3 campuses	2
Advertise more	2
Have schedules and classes ready by first day of school	2
Offer more counseling	2

The following comments were made by individual students:

Start on time
Offer reading class to improve comprehension and speed
Give students bus tickets at half price
Open all classes ~~open~~ to eligible credit-in-escrow students
Offer STEP UP throughout summer
Identify individual student needs and serve them "precisely"
Longer courses should meet 3 days a week
Use a better book (English class)

FEB 12 1982

ERIC Clearinghouse for Junior Colleges
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